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ABSTRACT

Three programs in the General College of the University of Minnesota that provide direct social services as well as education to special populations are described: The INSIGHT Program available at Stillwater State Prison; and the Upward Bound and University Day Community programs both offered on the Minneapolis campus. According to Daniel F. Detzner, General College is one of several colleges involved with INSIGHT, which was initiated by inmates and continues to be administered by its founder and a staff of three inmates. It is a nonprofit corporation funded by contributions from more than 30 local businesses and foundations and has as its primary goal the achievement of the bachelor's degree for participants. Bruce Schelske, Sharyn Schelske, and Mary Haywood describe the Upward Bound project as a college preparatory program with an eight-week summer program and a less intensive school year program. The curriculum stresses basic skills and is individualized to meet each student's needs. An important part of the summer program is the bridge program, which introduces high school graduates to the college system. Among its various features are tutoring, stipends, and the use of behavioral modification techniques to motivate students to set and accomplish educational goals. According to Thomas M. Skovholt, Andrew F. Nelson, and Michael R. Rothweiler, the Day Community serves adolescents experiencing academic and/or social/family problems by combining academic studies, therapeutic education, group and individual counseling, experiential and art therapy, parent training, and many recreational activities. It also provides university students with internships and field experiences. (SW)

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Bruce Hixson, Editor

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GENERAL COLLEGE: PROVIDER OF SOCIAL SERVICES

The General College curriculum is commonly referred to as applied, interdisciplinary, and general in nature. Examples of applied studies are programs mentioned in earlier newsletters--Aging, Aviation, Fire Service, Human Services Generalist, Law Enforcement/Corrections, Legal Assistant, Marketing, and Open Learning for the Fire Service. Interdisciplinary package offerings cut across all three of the College's academic divisions and include the following units: 1) Contemporary Race Relations, 2) Conflict and Personal Change; Social Change, 3) Energy Limits and Crises; Risks and Decisions and 4) Toward a Good Life, the Ideal and the Possible. General education courses reflect a balance between presentation of the theories of traditional disciplines and their relevance to current students' needs. Examples of general education courses are Careers in Fine Arts, Public Speaking for Business and Professions, Philosophy through Literature, Historical Geology, Principles of Small Business Operation, Financial Mathematics, Urban Problems, and Psychology in Modern Society.

This edition of Newsletter describes three programs in the General College that provide direct social service as well as education to special populations: The INSIGHT Program available at Stillwater State Prison; and the Upward Bound and University Day Community programs both offered on the Minneapolis campus of the University. Much of the learning that takes place in these programs is achieved through the traditional classroom delivery mode. However, nonclassroom learning is also available for students in these programs. This nonclassroom aspect tends to highlight the innovation of General College faculty and the administrative connection to each of the programs.

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GENERAL COLLEGE INSIGHT PROGRAM

by

Daniel F. Detzner

The growth of higher education in American prisons during the last ten years has been called a "quiet revolution" by one observer.[1] The revolution occurred because educational institutions, especially community colleges, were seeking new or by-passed student populations, federal funds stimulated cooperative arrangements, and creative solutions to the revolving prison door were needed. These efforts have not been well publicized because the concept of convicted criminals pursuing college degrees does not fit the stereotypical image most people hold of them. Many prison administrators fear the criticism that they are "coddling" major offenders if they speak proudly of inmates earning a degree while incarcerated. Finally, there are some unanswered questions about the costs and benefits of college educated offenders that has made it difficult to confidently discuss its potential contributions. Why should a convicted felon be permitted the privilege of a free education? Is prison education a viable method for rehabilitation, social integration, and employment preparation? If the success of these types of programs can be demonstrated, how can they be financed in the austere budget era of the 1980s?

General College is one of a few four-year colleges across the country that have been seeking answers to these questions during the past decade. In the late 1960s and early 1970s, the College was actively involved in Project Newgate at the correctional facilities in St. Cloud and Lino Lakes and on the University campus. Since the mid-1970s, the College has joined four local colleges in a consortium to offer courses in the maximum security prison at Stillwater. In 1978, the INSIGHT program at Stillwater requested that General College offer upper-division classes and baccalaureate degrees to inmates in the program. This report outlines the College's involvement in these three prison education efforts, with special emphasis on the unique INSIGHT program.

Project Newgate was the first and only national effort to bring college education into the prison system. It was modeled after a successful experiment in Oregon and funded by monies from the Office of Economic Opportunity and the Law Enforcement Assistance Administration.[2] During the 1972-73 academic year, Newgate's total budget in Minnesota was $280,719.[3] Phase I began inside St. Cloud State Reformatory where eligible student inmates attended General College courses. The idea in the first phase was to establish basic reading, writing and study skills, acquire credits and prepare for release from prison. By a careful selection process, students could earn an Associate in Arts (AA) degree while incarcerated or complete the requirements for a baccalaureate degree upon release. After approximately three quarters, Newgate students left the institution to reside in Newgate House on the Minneapolis campus. In Phase II, students attended regular General College courses and lived by rather strict rules enforced by peer pressure in the Newgate "halfway" house. In Phase III, the men left Newgate House to live on their own but continued to use the staff and their peers for advice and assistance.

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Between 1969 and 1972, ninety-four men participated in Project Newgate through General College. Their median age was 22.7 years; they maintained a C+ grade-point average; and seventeen completed the A.A. degree.[4] General College offered a balanced mixture of its reading and writing skills courses at St. Cloud and Lino Lakes until the end of 1975 when the project ended.[5] On campus, Newgate students were free to choose from College and University offerings each quarter. From the data that is cited above, it appears that Newgate Students performed, on the average, about the same as other students accepted into the College at the time. General College faculty worked cooperatively with Project Newgate by offering classes at the prison and by regular reports to Newgate staff on attendance and academic progress of on-campus students.

Project Newgate eventually had to close its doors because federal funds were no longer available and alternative sources could not be generated. Other problems facing Newgate in Minnesota included the distance from the University to St. Cloud, the selection process for Newgate students, and a poor campus image.

Despite these problems, Newgate Minnesota was one of the largest, longest running and most successful prison education experiments in the United States. General College's involvement with the program gave faculty the experience and confidence that another group of nontraditional students could benefit from exposure to its curriculum and educational philosophy.

By the time Newgate began to have problems in the mid-1970s, the Minnesota state legislature had decided to grant funds for higher education through the Department of Corrections. A consortium of five colleges, including General College, received the grant and began to offer courses at the maximum security institution at Stillwater. This was unusual because in most states, funds for education are generally spent on the younger offender rather than "wasting" them on the older repeat offender. The general population of inmates at Stillwater is older, serving longer sentences, and have similarly poor educational background and skills as the men in St. Cloud. The consortium has generally offered two or three courses per quarter at the prison, except summer. General College's contribution has been primarily to offer its time-tested skills packages for those with reading and writing deficiencies. Because the consortium's intention is to serve the general population of inmates, there is minimal screening of students and consequently, a very low course completion ratio. This problem is further complicated by the inherent complexities of a consortium when five different institutions attempt to coordinate their curricula, requirements, and faculty into a coherent program that is understandable and useful to student-inmates. Nevertheless, at least ten General College faculty have offered courses at Stillwater and most found the experience to be a thoroughly challenging and interesting experience.

The INSIGHT program has learned from and built upon previous college prison programs. Founded in 1975 by inmate John P. Morgan and others, the INSIGHT program is unique in the United States correction/education system. The solutions it has found to many of the traditional problems and constraints facing higher education in prisons gives it reason to point to itself as a model program.[6] General College is one of several colleges involved with INSIGHT. Others include Metropolitan State University, University Without Walls, and the Colleges of the consortium. Since fall 1979, General College has been offering one live upper division class at the prison each quarter and it has begun to involve INSIGHT students in baccalaureate programs.

The Uniqueness of INSIGHT can be attributed to three factors:

Inmate Initiated and Administered

The program was initiated by inmates and it continues to be administered by Morgan and a staff of three inmates with the approval of the Board of Directors. The Board is composed of representatives from the academic, business, and corrections fields and it is chaired by Morgan. The value of intimate inmate involvement cannot be overestimated as an important factor in the program's credibility with other inmates. Programs initiated by "outsiders" such as college faculty, prison administrators, or staff from the Office of Economic Opportunity are often viewed with suspicion in the "we-they" atmosphere that pervades all prisons.

Inmate-run programs are rare in the American penology system. The current executive committee of the Corrections Education Association are not aware of any other education programs administered by inmates in the United States.[7] Prison administration, staff, and guards tend to suspect inmate initiatives and wonder about ulterior motives for positive behaviors. The inmates involved with the INSIGHT program, including the students, suffered from this mistrust during the first years of development. Prison staff gradually recognized the seriousness of the venture as the program grew from four part-time students in 1975 to thirty-one full-time students in 1981 and the number of credits and degrees increased. Credibility with corrections staff is also vital to the continued operation and success of the program.

The internal codes of prison life are such that an inmate who places himself above the everyday games, hustles, and limitations of incarceration may quickly find himself isolated and subject to harrassment. The inmates who run INSIGHT have the responsibility to make decisions concerning the acceptance and dismissal of other inmates from the program. As a result, they live under enormous pressures from their peers and corrections staff in a kind of in-between world where both groups respect, envy, and critically examine every move with a microscope. This is an on-going problem facing an inmate-run program.

Privately Funded

INSIGHT, Incorporated is a non-profit corporation funded by contributions from more than thirty local businesses and foundations. Donations range from $15,000 to $100 with the average grant about $2,500. One member of the Board is primarily responsible for the solicitation of funds to support the $60,000 annual budget. Considering the prevalent attitudes concerning convicted criminals, there has been a surprising interest and financial support for higher education in the business community. More than half of the contributors have donated annually to the INSIGHT budget and several corporations have hired baccalaureate graduates after release. An annual Celebrity Golf and Tennis Tournament helps to raise the visability of the program and serves as another source of income.

The success of the fundraising effort suggests that socially conscious businesses view education for inmates as a solid investment in the future of the community. This enlightened attitude helps to distinguish INSIGHT funding sources from virtually all other prison-based collegiate programs in the nation. It is clear that government money for prison higher education will become more scarce in the next decade. Despite demonstrated success and impressively low

recidivism rates, programs like INSIGHT will continue to be controversial in the eyes of politicians and a crime-fearing public.

President Reagan has called on the private sector to solve many of the economic and social problems facing the nation. The INSIGHT program is one example of how the business community can work cooperatively with the correctional system and educational institutions to improve social conditions. If the nation hopes to change the circular path of most criminals, then clearly efforts like this will have to begin on a national basis.

The Goal--A Baccalaureate Degree

The major evaluation of Project Newgate concluded that ". . .an in-prison, four-year degree program is an unrealistic goal."[8] It is easy to understand this conclusion when you consider that the average educational level of all inmates is 8.5 years and typically they perform two to three years below grade level.[9] Although a "quiet revolution" may have been occurring in prison-based higher education, it is still rare to find a program that offers a bachelor's degree. In 1973, only six percent of the one hundred and eighty-three prisons offering collegiate work had access to the B.A. degree. Almost half of these same prisons offered the Associate degree, nineteen percent had some type of technical certificate, and more than one-fourth offered only a series of unrelated courses, often through correspondence.[10]

The primary goal of the INSIGHT program is the achievement of the bachelor's degree. Since 1975, twelve men have completed the degree: nine from Metropolitan State University, two from University Without Walls, and one from General College (BAS). Many INSIGHT students prefer a credit-based traditional coursework approach to their degrees, yet they need the flexibility to design their own program with limited resources. This makes the General College baccalaureate degrees ideal for many of them and is the reason for the closer link that is now developing. Recently, the INSIGHT Board of Directors decided that the General College Associate in Arts degree could be an important steppingstone toward the bachelor's degree and asked the College to provide this opportunity to INSIGHT students.

GC 1894, Planning A General College Baccalaureate Program was offered on an experimental basis to INSIGHT students in 1980. We learned that it is possible to meet all the requirements for the Bachelor of General Studies (BGS) and the Bachelor of Applied Studies (BAS) degrees while incarcerated at Stillwater Prison. A student must demonstrate unusual flexibility and skill by completing courses offered in a variety of formats. By combining correspondence, radio and television courses, classes offered by the community colleges through the consortium, live upper division courses from General College, courses credited by Metropolitan State University on the computer supplied by the Control Data Corporation terminal and a few faculty-monitored individual study courses, a student can earn 180 credits in all the necessary distribution and divisional areas. It is difficult to plan all this two years in advance, set long-term goals, and work steadily toward completion with limited resources while incarcerated and working full-time in prison industry. Advising INSIGHT students, usually by telephone through intermediaries, is more difficult and time-consuming than advising the typical day school baccalaureate students; however, it can also be more personally rewarding.

The typical INSIGHT student is thirty-four years of age with career interests in business or human services and has three to five years remaining

on his sentence. Many were high school dropouts but have acquired the General Equivalency Diploma (GED) while incarcerated. Most men initially have some deficiencies in reading, written expression, or mathematics. Special skills courses from General College have been well received and helpful. INSIGHT hires a math tutor to work individually with students for ten hours a week. During the day all INSIGHT students must hold a regular full-time job in one of several prison industries and in the evenings or on weekends they study for at least twelve course credits..

To be accepted into the INSIGHT program a man must meet three basic criteria. First, he must have a high school degree or equivalency and at least one year to serve inside the walls before transferring to another institution or release. INSIGHT is an organization making a long-term commitment to its students, and it believes that men with less than one year to serve may not fully benefit from the experience. Secondly, prospective students must take the Iowa Test of Education and Development, the School and College Aptitude Test, the Strong-Campbell Interest Inventory, and the Minnesota Vocational Interest Inventory tests. These tests were recommended by the Measurement Services Center of the University of Minnesota to help determine a man's ability to handle college level work and to give direction to career choice. If a minimum score is not achieved on the first two tests or serious learning disabilities are evident, then prospective students are referred to the prison's Education Department for remedial work. The third stage of application is an extensive interview with the President, another inmate staff member, and the unit director of Cell Hall D, who is also a member of the INSIGHT Board. This interview concerns the intangible qualities of sincerity, commitment, responsibility, and life-planning. An individual is accepted into the program for a ninety-day probationary period, when grades and behavior are reviewed, before becoming a regular INSIGHT student.

All new students must be willing to sign contracts that require them to maintain full-time student status with a grade average of at least C each quarter of the academic year, except summer when half-time status is permitted. In addition, students agree to undergo a urinalysis at any time to determine drug use and to foster a quiet and harmonious atmosphere in Cell Hall D. A student may be placed on probation for minor violations or expelled for a major infringement of the contract. In return for agreeing to live by this contractual agreement, student-inmates have their tuition, books, and supplies paid for by INSIGHT; have all their educational coordination problems handled by inmate staff; and are permitted to live in Cell Hall D.

Within the state prison at Stillwater, Cell Hall D is seen as a desirable place to live because it is a smaller, quieter, and more comfortable environment than the other barn-like cell halls. It is certainly not like a college dormitory; however, the carpeted study area, bookshelves, tables, and chairs provide a more relaxed atmosphere for study and discussion. INSIGHT believes that an individual's living environment should be sane, relaxed, and conducive to learning, and it places the responsibility for maintaining this atmosphere on the men who live there. The informal learning that occurs in Cell Hall D and the high expectations of peers are important parts of the INSIGHT experience.

During the last six years INSIGHT has attempted to answer the cost-benefit question about higher education in prison by pointing to its recidivism statistics. Since 1975, ninety men have been students in the program for at least one year. Thirty-one are currently enrolled and twenty-five have transferred

to another institution, dropped out, or been dismissed for contract violations. The remaining thirty-four men have left the institution on parole. Of those thirty-four, two have returned to prison, two are currently enrolled in college, and thirty men are living, working and paying taxes. Although it is still too early to know whether INSIGHT will be able to maintain a 5.8 percent recidivism rate, the data are noteworthy when contrasted to rates that usually approach fifty to sixty percent for these types of offenders. It costs approximately $1,700 to support an INSIGHT student's education and $15,000 to incarcerate him. If INSIGHT can continue to demonstrate that its higher education model helps to keep repeat offenders out of prison, then even the most rigid cost-benefit analyst would have to agree that bachelors' degrees behind bars are a social bargain.

Chief Justice Warren Burger proposed recently that prisons be redesigned to offer a variety of compulsory educational programs and that inmates be given time off their sentence for productive educational activities.[11] His plan "to learn the way out of prison" is a major contribution to the national discussion on crime and society. Although the Chief Justice did not mention higher education specifically, the INSIGHT model and General College's experiences during the last decade clearly demonstrate the potential for social and intellectual growth during incarceration.

FOOTNOTES

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7. Personal Interview, Corrections Education Association annual conference, Los Angeles, July 5, 1981.

8. Ibid., Office of Economic Opportunity, 1974.

9. Surla, Leo, "A Review of Corrections Education Policy for the Department of Health, Education, and Welfare", Resources in Education, (ED 141585), April, 1977.

10. Newgate Resource Center, "National Survey of Post-Secondary Education Programs for Incarcerated Offenders", Resources in Education, (ED 138751), July, 1973.

11. Chief Justice Warren Burger, speech to the American Bar Association, Washington D.C., Spring, 1981, and commencement address, George Washington University School of Law, May 24, 1981.

UPWARD BOUND
A College Preparatory Program

by

Bruce Schelske, Sharyn Schelske, and Mary Haywood

A sixteen-year-old American Indian who lives in Minneapolis began having serious problems at home. She wasn't getting along with her mother so she moved out. In order to be able to support herself, she seriously considered dropping out of high school. Not only did she not drop out, she graduated a year early and started college. Now, at nineteen, she is a junior at the University of Minnesota majoring in American Indian Studies and is Chairperson of a student association on campus. She plans to go on to graduate school to earn a master's degree in counseling and possibly a Ph.D. in hopes of teaching at the university level.

Another Upward Bound student, a young Black Minneapolis woman, became a mother at fifteen. The child, a girl born prematurely, died when she was six months old. Her mother, who had been living with an older sister, is back home now and on schedule to graduate with her class from a Minneapolis high school. When she graduates, this student, a one-time dropout and now an honor student, plans to attend the University and eventually become a doctor.

These two women are good examples of typical Upward Bound students. They are now both well motivated and achieving their educational goals. But both women's troubled histories are also typical of an adolescent population in Minneapolis made up of low-income, minority, or educationally neglected students. And that is the population that the federally-funded Upward Bound Projects were designed to reach.

The dropout rate for American Indian high school students in Minneapolis is over fifty-two percent; and the rate for Black students is about thirty-one percent, compared with only sixteen percent for all other Minneapolis high school students, according to figures from Minneapolis School Board data. For that reason Indian and Black students together make up about seventy-five percent of the Upward Bound's annual population of seventy-five high school students. The other twenty-five percent consists of other ethnic minorities and white students.

The students come from "target" schools in Minneapolis—North, South, West, and Marshall-University High Schools. These schools have large populations of what could be called high-risk, educationally neglected or disadvantaged students. About eighty percent of Upward Bound students are from homes which receive some kind of public support, and many are from single-parent homes or those where one parent is disabled or living on Social Security. Students enter the program as sophomores and participate for three years—two as an undergraduate and one summer in the bridge program, which is designed to help them get established in college.

Just what, exactly is the Upward Bound Project? It's a college preparatory program with an eight-week summer program and a less intensive school year program. The project began about fifteen years ago during President

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Bruce and Sharyn Schelske are Co-Coordinators of the Upward Bound program. Mary Haywood is the editor of the Upward Bound Newsletter.

Lyndon Johnson's "War on Poverty" effort, which provided opportunities for economically disadvantaged people.

The General College Upward Bound program was established in 1965. The original grant proposal was written by G.C. Art Professor, Jerry Gates. Gates served as project director during the first years of the program. Ron Berk was the next project director serving from 1968 until 1979. Bruce and Sharyn Schelske, the current administrators, began working for the program in 1968 and 1969 respectively.

The project was designed to identify students from low-income backgrounds who had the potential to achieve, but who had received inadequate preparation in high school to go on to college. The task of Upward Bound Projects, of which there are now over four hundred nationwide funded by the Department of Education, is to provide the skills and generate the motivation these students need to get into and succeed in college.

The summer program places equal emphasis on academic classes and motivational activities. During the summer program, students live for five weeks in a dormitory on the University campus. The dormitory is staffed by live-in college students, many of whom were Upward Bound students themselves. The experiential component is a planned series of recreational activities designed to teach the student to take risks and develop a positive self-concept.

The students participate in activities in late afternoons and into the evening. During the live-in program and for the following three weeks, the mornings and early afternoons are devoted to study. The classes are divided into three, eighty-minute segments, one each of English, mathematics and art.

The curriculum stresses basic skills and is individualized to fit each student's needs. The system is flexible enough to provide challenges and skills for students at both the most basic and the most advanced levels. This is important, since a typical classroom could include a student who is studying trigonometry and one who is studying basic addition. Each student works at his or her own pace. It might be noted that the UB math lab uses some of the same materials and examinations that are used in the General College 1431-1433 mathematics sequence.

Another important part of the summer program is the bridge program. The bridge program introduces students who have just graduated from high school to the college system. Each bridge student takes a special UB section of GC 1702: College Survival Seminar, and one regularly scheduled GC class. The past two summers the 1702 class has been jointly taught by one of the regular 1702 instructors from General College and an UB summer staff member who teaches "How to Study" for the College of Liberal Arts during the school year. During their senior year, these students get help from the program in applying for admission and financial aid and in otherwise preparing themselves for their first year in college.

During the regular school year, Upward Bound provides a twice-weekly, after-school tutorial session which lasts for two hours. The students can work on homework assignments, complete unfinished credits, or earn extra credits which apply toward high school graduation.

Two Upward bound program assistants visit the schools and maintain weekly contact with the students. Close tabs are kept on the students' academic

progress so that if they have a problem it is identified quickly and they can be set on the right track again.

To compensate for reduced summer employment opportunities due to Summer School, Upward Bound students receive a small monthly amount of money called a stipend for being in the program. The program also uses money as a reward for achievement. This helps the student to set goals by making contracts with them. When they achieve the goals, which are usually educational or motivational, they are rewarded with stipends or activities. Program staff see the work that the students do in school as a job. Therefore, the payment system which Upward Bound uses mirrors the real world.

The original social welfare- and sociology-based assumptions behind these programs was the belief that there was a group of Mozarts and Einsteins locked up in the ghettos and all that needed to happen was for someone to go there with a key and allow these wonderful geniuses to pour forth. It turned out to be less simple than that. Originally, Upward Bound Projects had to have courses which intrigued the students and taught them about their own history. Hense, Black studies, Indian studies, theatre arts, protest poetry and literature courses and philosophy courses were taught by talented people from the high school and university teaching community.

Upward Bound gradually began to develop reading and math programs aimed at students' individual skill levels. At the same time, the program devised an empirical approach to measure achievement, based not on the personal impression of staff, but on the results of testing done at the beginning and again at the end of the summer program. The basic skills emphasis that was developed independently was later incorporated into the 1976 Higher Education Act making basic skills mandatory for all Upward Bound programs nationally.

Among other programs that were developed, Upward Bound sponsored an "Indian Early Admission program" for high school dropouts. Six students were admitted to General College prior to high school graduation. Five of the six students successfully completed one year of college and three completed two- or four-year college degrees.

This year-round-dormitory-program lead to the development of the General College Youth Community, a year-round residential treatment center. The Youth Community, in operation from 1971 to 1978, pioneered the treatment philosophies and techniques that Day Community has successfully expanded upon.

Another unusual aspect of the University's Upward Bound Project is the use of behavioral modification techniques to motivate students to set and accomplish educational goals. The process basically attempts to discover the students doing something right, de-emphasize what they're doing wrong and build on their strengths. These students, especially, do not need to have their weaknesses pointed out; they're only too well aware of them. The product is improved skills, self-image and motivation. It has proven to be a very effective system.

Forrest Harris, a professor in the University's General College, agrees that behavioral techniques work. "I personally have the theory that the violence in our society is, to some degree, the result of our punishing violence with violence. So the way a kid learns to get what he wants is to hit someone over the head." Harris, who arranges internships for General College students with the Upward Bound Project, continued, "Upward Bound, on the other hand,

uses the reward system. They use a positive approach. This is so close to my personal beliefs that I have to think it's good—it's nice to be proven right sometimes."

Not only the behavioral aspect, but the entire program, according to General College Dean Jeanne Lupton, is very successful. "This program has had excellent reviews from the Department of Education in achieving both specific and general goals. Upward Bound has specific success rates and developed methods which are used as models by other Upward Bound programs all over the country."

Lupton, who described the Upward Bound Project as a "satellite program," said that she was "trying to integrate Upward Bound [more fully into the General College] and provide as much psychological and governmental support as possible. When asked whether the recent cuts in the federal budget would affect the Upward Bound Project, Lupton said, "My assumption is that with its strengths, it will continue to be renewed as a federal program."

Though Upward Bound does not receive General College funds, the Schelske's think that Upward Bound does contribute directly to General College. First, Upward Bound is an outreach educational program serving seventy-five students a year, a majority of whom eventually matriculate into General College. This is similar to other University summer programs such as high school yearbook, music, and 4-H camps sponsored by the Colleges of Journalism, Music, and Agriculture respectively.

Upward Bound is also a recruitment source for General College. Annually,. ten to twenty Upward Bound students become General College students. Since Upward Bound has strong ties to the minority, to secondary education and social service communities, an additional fifteen to twenty General College applications are referred through the Upward Bound program each year.

Annually about eighty to one hundred college students, predominantly from the General College, receive assistance with their financial aid applications through the Upward Bound office. Upward Bound also provides work-study employment for about twenty summer and five academic four-year students from the General College.

Praise for the program comes from both present and former students as well. "Without Upward Bound, I wouldn't have had experience in a college atmosphere before graduation from high school. Without that, I don't think I would have started college right away," said a former Upward Bound and General College student who has worked for the program as a dormitory counselor.

The young black mother mentioned at the beginning of this article said this: "I get a lot of encouragment from the Upward Bound staff, and I like the summer program because I feel more prepared for college." But most of all she emphasized that Upward Bound keeps her motivated. "Before I was in Upward Bound, I didn't care about my grade-point average, but now I want to make good grades because I get praise for doing well. When I talk about it, it sounds king of like kindergarten, but when I do well, I run to Upward Bound and brag about it, and that and my career goals are what keep me going."

A senior at a Minneapolis high school with a two-year-old son has recently been experiencing difficulty in making it to school and is falling behind in her work. She made a contract with one of the Upward Bound staff to improve

her attendance and catch up on her assignments. "I like the money--it's a positive reinforcement to me for doing the work." She also liked the fact that "there are people at Upward Bound that you can talk to about personal problems as well as school problems."

Anita Marcias, a program assistant with Upward Bound who has worked as a substitute teacher in three Twin Cities school districts including Minneapolis, offered another perspective. "The way that Upward Bound organizes the classes has a lot to do with a kid's potential for success. It's better for the kids to have the goal of a certain amount of work to complete, not a certain amount of time to put in at school. In public school, regardless of how fast a kid does the work, the credit won't be earned until the end of some period of time. With our method, when they finish the work, they get the credit. Our method is a lot easier for them to understand."

Marcias sees two major differences between Upward Bound and the public schools. "The teacher-to-student ratio is quite a bit different. In high school, the ratio is maybe one teacher to thirty-five students. In Upward Bound, it's maybe one teacher to every five students. The other thing is that any discipline needed is handled by our coordinators. This takes the pressure off the tutors and encourages the students to take more risks with the teaching staff. Our staff doesn't have to maintain that impersonal, professional distance, and we don't have to be the heavies or do that double role kind of thing that teachers in the public schools have to do."

The long-term effects of Upward Bound Projects are only beginning to be studied. Upward Bound Projects have always had a modicum of quality control --site visits by the Department of Education, written progress reports made to the government, and yearly competitive funding. This modicum was helpful in gaining a twelve million dollar increase for Upward Bound Projects. At least the immediate future of Upward Bound is secure in the area of belt-tightening.

If Upward Bound has led an impact on the larger educational community, it has been in pioneering techniques to teach educationally neglected students. We can teach other people how to use the techniques that we've developed. Those techniques are critical in that it is no longer only minority and low-income students who can't read and write; it's kids from middle class suburban environments, too. If the techniques that we have developed can work for the population that we serve, then they can work for other students as well.

Upward Bound staff tend to believe that this country has been strengthened by the diversity and plurality of its people, their cultures and their ideas. If Upward Bound-like programs can produce Indian engineers, Black doctors, Hispanic Lawyers, or teachers from low-income backgrounds, then we have educated people with a broadened scope. These people will bring a unique sensitivity not just to minority students and issues but to majority issues as well.

UNIVERSITY DAY COMMUNITY
A Commitment to Youth Development

by

Thomas M. Skovholt, Andrew F. Nelson and Michael R. Rothweiler

General College faculty have been interested in working with educationally disadvantaged youth since the founding of this unit of the University of Minnesota in 1932. Fifteen years ago, this interest found expression in a new venture when the College became the sponsor of Upward Bound, a federally funded program for gifted adolescents from low-income families. Essentially a college preparatory program, Upward Bound emphasized upgrading existing academic skills, providing orientation to the campus and to collegiate studies, and individual counseling about attainable, appropriate educational goals. After four years, in 1969, the original format was modified to provide services and residence in University dormitories for some whose home environments inhibited educational progress.

Attracted by the success of Upward Bound, Hennepin County Social Services began making referrals which changed both the character of the clinetele and the structure of the program. By 1971, Upward Bound was joined by Youth Community, which offered residential treatment combining the kind of work offered in the earlier program with classes at Marshall-University High School. In 1978, the basic program was extended again to provide services for adolescents experiencing academic and/or social-familial difficulties who wished to remain in the home-community setting while receiving treatment in the program. The new venture was called Day Community.

For its clientele, Day Community combines individualized academic, experiential, counseling and therapeutic programs. For General College and other University students, it offers internships and field experiences as well as opportunities for testing applications of psychological principles. Outcomes sought by Day Community are:

- to improve self-esteem and develop more positive attitudes toward the larger environment by
  - increasing the number of credits earned per quarter to a level of "normal progress toward graduation" as defined by the public schools.
  - improving performance in basic skills to a level of reading and calculating appropriate to the student's grade as measured by nationally standardized tests.
  - maintaining school attendance at a seventy percent level or better for all, including former dropouts.
  - establishing student goal-setting and achievement behaviors.

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- to eliminate or reduce delinquent behavior and maintain appropriate non-delinquent behavior by:

  - increasing concern for others and for self as indicated by frequent positive interactions in the group class and by positive comments about self.

  - reducing frequency of inappropriate behavior as indicated by fewer juvenile court contacts, less negative interaction with police, fewer negative community reports and reduced number of family difficulties.

  - raising the response frequency of achievement-oriented behaviors (especially those incompatible with delinquency) as measured by achievement behavior charts.

- to promote a general increase in achievement-oriented activities by:

  - initiating and maintaining development of leisure and creative activities as measured by participation in experiential and artistic activities.

  - encouraging self-management of achievement-oriented behavior by use of a stage system and fading techniques.

  - encouraging students to undertake employment, if appropriate.

- to provide an achievement-oriented, intellectually stimulating, and talent-encouraging atmosphere by:

  - giving easy access to a well-supplied, creative activities center and providing instruction for a variety of activities and athletic endeavors appropriate for adolescents.

  - developing a curriculum to foster socially acceptable creative thinking and behavior as alternatives to unacceptable activities.

The program designed to help Day Community students attain these objectives combines therapeutic education, standard academic studies, group and individual counseling, experiential and art therapy, parent training, and many recreational activities.

The Day Community therapuetic education program offers classroom challenges stressing positive and prompt feedback for all kinds of achievement. Contingency contracting is used to motivate students to establish and maintain behavioral objectives. The system provides structure and routine for daily activities. Within the system, individual goals and objectives are determined; progress is charted and posted. University undergraduate tutors provide instruction in reading, grammar, writing, mathematics and art in such a manner as to allow each student to progress at his or her own rate.

All of the foregoing is seen as an adjunct to standard high school studies. Students attend classes at the Day Community, but also may take classes at Marshall-University High School, depending upon academic performance, needs, and personal/parental preference. University classes are open to the students once they begin to achieve well, with credit applying to their educational progress. Day Community students have received passing grades in General College courses such as: Writing Lab, Juvenile Delinquency, Principles of Biological Science, Minnesota History, Introduction to Fortran Programming,

and Psychology of Human Development. The educational program of the Day Community and the University of Minnesota has had a strong positive impact for several students. These students experienced failure in their own high schools. However, many are enrolled as students at the University of Minnesota or other colleges in the metropolitan area and are progressing in their studies.

Each student meets with an individual counselor for one hour a week. This counseling utilizes a behavioral approach based upon individual performance and a needs/objective profile. All of the students assemble daily for the group class. Here, main components include the following topics: achievment motivation, assertiveness, self-esteem, and self-regulation training offered in a wide range of supportive, problem-solving and educational activities. Positive group interactions are promoted and rewarded.

A creative activities center has facilities for painting, drawing, sculpting, macrame, beading, leather work, ceramics, pottery and candle-making. A darkroom is available. Participation in this aspect of the program is intended to foster divergent thinking and an appreciation of individual differences and positive self-concept development.

Other activities connected with the experiential therapy include water skiing, climbing and rappelling at Taylors Falls, summer and winter camping, sailing and fishing. The students have access to all University of Minnesota athletic facilities, which means that they can skate, swim, lift weights, bowl, and play basketball, baseball, volleyball, squash and tennis.

Students in the Day Community are encouraged to attend symphonies, plays, rock concerts, on-campus film festivals, The Whole Coffeehouse, and other special University programs. Students who show an interest in music are encouraged to enroll at the MacPhail Center for the Performing Arts or at the West Bank School of Music. A music practice room with a piano is provided for Day Community students as a part of the Day Community facilities.

The involvement of family members is stressed in the program. Parents are encouraged to attend meetings at the Day Community. The training emphasizes skills in behavioral strategies such as contingency contracting, charting and graphing data, reinforcing appropriate behavior, and practice in forming new patterns of interaction among parents, siblings, and Day Community students.

Since its inception in 1978, the University Day Community has enrolled fifty-seven students. Each of these students entered the program as a person possessed by defeat, despair and discouragement. Each of these students has been challenged to develop her or his individual gifts and talents through the program's focus on educational achievements.

Adolescents are like immigrants to a new land. They stand on the edge of adulthood being pulled by time that does not stop. Adolescents who have been encouraged and nurtured by adults; adolescents who have developed a sense of mastery and self-esteem; adolescents who have been blessed by the nurturing attention of teachers, relatives, and friends enter this new land with hope and trepidation, optimism and fear, confidence and tension. Discouraged adolescents, young people without either the rich soil of abundant adult love or a sense of personal competence and self-confidence, find entering the new land of adulthood an impossible task. They can be frozen into lethargy and apathy, or they can

easily be pulled toward negative and antisocial behavior where they receive recognition and achievement from some peers. They can be drawn into the despair of powerlessness until they explode into violence like a volcano.

The University Day Community has not been uniformly successful with each of its fifty-seven students. Sometimes the match between the program and the needs of a student produced only another failure for the student in a life of promising beginnings and discouraging endings. For other students, University Day Community students who have been truants in high school have learned to achieve academic success in college. Students who have been deficient in social skills and self-esteem have come to believe in themselves and to radiate their newly found self-confidence to others.

University Day Community is an experiment in helping distressed adolescents. The heart of the experiment is the day versus residential, achievement versus pathology, education versus medical orientation of the program. In the United States, the standard treatment model for distressed adolescents has been medical and psychopathology based within a residential and twenty-four hour per day unit. The Day Community is quite different in its educational approach within the context of a day school. Hopefully, this newer treatment model, conducted on an experimental basis, will have a profound effect on the service delivery system for distressed adolescents.

Research has concentrated on using the program as a laboratory for theoretical ideas. First, theoretical ideas are tried, then results from practice help modify how the ideas are applied. This cycle of idea, implementation, modification, has been repeated a number of times in an effort to build a very effective program. The results of this experimentation cycle have been presented nationally. Current work with General College faculty is focusing on program-evaluation research.

For numerous University undergraduates in the College of Liberal Arts, General College, Public Health, Education and other colleges, University Day Community has offered a chance for cross-age tutoring and teaching. This experience has often been a very positive one for the tutors. In the process, they have also been exposed to the human services and to the theoretical and practice assumption of the Day Community model.

For General College students, University Day Community has served as an intern site for human services students. Since 1978 and the beginning of the Day Community, G.C. students have interned with concentrations such as management of human services, art therapy and individual counseling. Interns spend time each week under supervision performing as staff members. The actual work with students is followed by meetings with a supervisor to discuss the "hands on" work experience.

For the metropolitan area, University Day Community has offered a University of Minnesota program for distressed adolescents. Community caregivers such as case workers and other human service workers have a link through the University Day Community to the resources and expertise of the University of Minnesota.

Most of all, University Day Community has offered a place where fifty-seven adolescents have been prodded and pushed to develop their own unique gifts and talents. The hope is that these adolescents will benefit from the program. The ultimate hope is that these adolescents will enrich the adult world they are quickly entering.